

NATIONAL CONGRESS BULLETIN

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MONTHLY MEMO TO LOCAL PRESIDENTS

WE have been talking for a long time about the postwar period. Since the last issue of the *Bulletin*, the Japanese have surrendered. We have achieved victory and now find ourselves suddenly face to face with all the problems we have been discussing in a more or less vague manner during the war-time years.

To a thoughtful person the words used by Edward R. Stettinius, chairman of the United States delegation at the San Francisco Conference, point out the magnitude of the costs of war and the tasks awaiting every country. In reporting to the President on the results of this historic meeting, he said: "The United Nations Conference on International Organization met in San Francisco on the twenty-fifth of April 1945. At that time the war in Europe had lasted for more than five years; the war in the Pacific for more than three; the war in China for almost eight. Casualties of a million men, dead, wounded, captured, and missing, had been suffered by the United States alone. The total military casualties of the nations which had fought the European war were estimated at some fourteen millions dead and forty-five millions wounded or captured, without count of the civilian dead and maimed and missing—a multitude of men, women, and children greater than the whole number of inhabitants of many populous countries. The destruction, among them all, of houses and the furniture of houses, of factories, schools, shops, cities, churches, libraries, works of art, monuments of the past, reached inexpressible values. Of the destruction of other and less tangible things it is not possible to speak in terms of cost—families scattered by the war, minds and spirits broken, work interrupted, years lost from the lives of a generation."

● POSTWAR IS NOW! ●

SOME statements from an UNRRA report about the children of Yugoslavia might easily apply to other countries also. "Dehydrated children" they are called, "children with faces sort of pale green with malnutrition, two-year-olds with thighs no thicker than your thumb and hands like a three-month baby's, little children with deep, dark, staring eyes, looking fixedly at nothing." In speaking of the common folks of many liberated nations, the report goes on: "It is the bombed-out, undernourished, disease-ridden individuals inside the liberated countries who continue to demonstrate the kind of stamina and ingenuity that taxes human imagination. Their ability to do something with nothing, their will to help themselves at every turn is the story of the century."

Now that the war is over, we are hearing quite a bit of thoughtless talk about ceasing to help other countries. The remark "Let them get their own affairs in order" is heard far too often.

The United States is the richest and most powerful nation in the world; we now also possess the most powerful and dreadful weapons of war. When we see ourselves as others see us and as we really are, we realize that we have a tremendous responsibility whether we want it or not. At present what our country does in its relations with others will largely set the pattern of the future—for our own children as well as for the entire world.

This realization does not mean a thoughtless flinging of charity to all and sundry, but it does mean a sympathetic understanding of the tragedy others have suffered and of the horrors we have been spared. It means a sharing of our abundance until these world neighbors of ours have time to rebuild their lives

and to set their farms and factories to producing once more.

It means a continuous and vigorous interest in all that pertains to the welfare of children—not only their health, their education, and their thinking but the homes in which they live, the employment of the family breadwinner, the training of homemakers for their important tasks, and an intelligent program for those children and youth who need help from the community.

LAST November we told you that you were facing the most important job of your life. Since then one big step forward has been the fine results obtained at the San Francisco Conference. However, we are just *beginning* this important job and must *keep at it*, year in and year out. We must care for our own sons and daughters, for the children of other American parents, and for all children wherever they may be.

Every parent-teacher association has a responsibility to do its utmost, for our program has become a world-wide necessity. Everywhere people are talking about the needs of children. Let us be in the forefront of any enterprise that is being carried on for the welfare of children. Let us lead in educating the public about the importance of the problems of children and youth.

To achieve these aims each officer and chairman should understand his work, and each member should have an opportunity to use the parent-teacher material that is sent to the local president.

Let us be proud of the purposes for which we stand!

There are some war jobs that must continue for some time longer, but while doing them let us be looking ahead.

I hope sincerely that this coming year's work may be vigorous, intelligent, and courageous—executed with a broad vision of the needs that are ahead in the hard and difficult years during which we must rebuild what has been destroyed.

Myriam A. Hastings

President, National Congress of Parents and Teachers

MEMBERSHIP PROCLAMATION

BECAUSE . . .

WE ARE beginning a new school year in a new world; one that has changed fundamentally since the close of school last spring—

- a world in which wars have ended victoriously for the United Nations but in which the titanic struggle for peace is just beginning within the minds and spirits of men;
- a world that now has a Charter which can become the foundation of a new world order, but with a reminder from President Truman that "the successful use of this instrument will require the united will and firm determination of the free peoples who have created it";
- a world in which atomic power holds terrific possibilities for human good or human annihilation;
- a world in which many of the concepts of yesterday are completely antiquated;
- a world that is one world in the most literal sense, whose inhabitants must cooperate for the good of all or revert to barbarism; and

BECAUSE . . .

REGARDLESS of new knowledge and new conditions, it is human beings who are responsible for creating world-wide justice and cooperation—

- human beings with a broad understanding of the problems facing all of us today, at home and abroad;
- human beings who must meet these problems with a high sense of morality;
- human beings who must practice good citizenship in their homes, in their communities, and in national and international affairs; and

BECAUSE . . .

THE education and the welfare of children and youth is one of the most important problems not only in our own nation but in all nations today; and

BECAUSE . . .

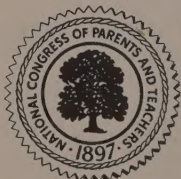
THE sort of people we are and the ideas and ideals we hold are largely dependent upon the lessons learned in home, school, and community during childhood and youth;

NOW THEREFORE —

I MINNETTA A. HASTINGS, president of the National Congress of Parents and Teachers, do hereby designate the 1st month of October 1945 as Membership Enrollment Month. I call upon all parents, all teachers, and all interested citizens to unite more seriously than ever before for "the welfare of children and youth in home, school, church, and community," that together we may secure for all children "the highest advantages in physical, mental, social, and spiritual education" in order to prepare them, as well as we can prepare them, to assume their future responsibilities in the spirit of the great heritage which is ours.

A new age is coming into being; ours is the opportunity to help shape it. Vision, courage, and unity of purpose are needed by us and by our children, working together as individuals and as members of organizations.

To this proclamation, accordingly, I have set my hand and the seal of the National Congress of Parents and Teachers.



Minnetta A. Hastings

President
National Congress of Parents and Teachers

ARE THEY ALL IN SCHOOL?

THIS first autumn of our newly won peace should find all children of school age back at their desks taking advantage of the priceless opportunities offered by America's schools. The Go-to-School campaign is not over until this is achieved.

During these first few weeks of school, there is still time to persuade any undecided young people to return to school at once. In some rural areas, harvest work interferes with prompt enrollment, but whatever the cause for delay, our duty is to impress youth with the fact that a late enrollment is better than none at all.

With the war over, there should seldom be sufficient reason for any young person to discard schooling in favor of a job. However, when circumstances demand that certain adolescents work full or part time, we can help them to work out a satisfactory compromise. We can cooperate with school authorities in seeing that child labor laws and other regulations are complied with; that combined hours of school and work are limited, both daily and weekly; and that school hours are shortened only for boys and girls over sixteen.

This month, when courses of study are being chosen, a vocational guidance center is a worthy project for any P.T.A. to consider. If the testing program of a personnel institute is available, this service will be of great benefit in discovering true talents and abilities. Such guidance will also help students to a renewed faith in the value of an education.

The winter of 1945-46 must see all boys and girls of high school age once more in their classrooms, where they can best equip themselves for the challenge of the future.

Not Ours

We receive requests for oak leaf and acorn certificates from associations that subscribed to the *Parents' Magazine*, thinking they were subscribing to the official magazine of the National Congress. The only official national Magazine of the Congress is the *National Parent-Teacher*. Please notify your members that *Parents' Magazine* has no connection whatever with the National Congress of Parents and Teachers or with the *National Parent-Teacher* magazine.

NATIONAL CONGRESS BULLETIN

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© Free World

A TINY CITIZEN OF HOLLAND—Here indeed is heart-stirring proof of the tragedy that has stalked the children of ravaged nations—one bit of graphic evidence from a shocking record of inhumanity to many more such small, mistreated souls. This photograph, taken in Amsterdam during the spring of 1945, clearly illustrates the intolerable suffering caused by lack of food in the three "hunger Provinces" of Holland.

These then are the children who surely merit nothing less than our *deepest* concern. These are the children who must be returned to health and personal security so that they some day forget the ghastly nightmare of war and share their rightful place in a new and peaceful world.

WE FAVOR NECESSARY PRICE CONTROLS

EVER since the early days of the war the National Congress of Parents and Teachers has been concerned with the matter of price control, for we know that soaring prices can have a disastrous effect on the family budget. In 1942 we voted to "support in all practicable ways efforts that are being made to forestall inflationary trends." This resolution has been reaffirmed every year, as have other resolutions favoring price controls whenever they are necessary. We have supported all attempts of the Office of Price Administration and the War Production Board to secure supplies of reasonably priced children's clothing and low-priced house dresses and work clothes for women. We have also wholeheartedly supported the efforts of the OPA to maintain controls on food and other necessary items.

On May 24, 1945, at our National Executive Committee meeting, held in Chicago in lieu of the canceled annual Convention, we voted to recommend "that the National Emergency Price Control Act be continued without weakening amendments for the duration of the emergency."

Like all Americans today, we appreciate the current announcements about the elimination of price controls that are no longer needed. But we also know that the emergency is not yet over and that there is still great danger of inflation unless some restrictions are maintained during the critical months ahead.

We hope that our members will continue to serve on price panels whenever it is possible for them to do so and to report any violations of ceiling prices to their local panels. Only by united effort can we hold prices in line during this transition period when strong pressure is being exerted for the immediate removal of all controls—even though there is an inadequate supply of many essential items.—MRS. WILLIAM A. HASTINGS

● It is gratifying to know that our efforts along this line have been appreciated. Chester Bowles, administrator of the OPA, wrote us recently to thank us for our support. Reports from his field offices all over the country point out "the important contribution the local P.T.A.'s are making to public understanding of the need for a firm stabilization policy at this time." He concludes, "Let me assure you that it has been the cooperation of organizations such as yours which has brought about the remarkable achievements of the necessary wartime controls."



A small suburban school in Columbia, South Carolina

THE COMMUNITY *School* LUNCH

MRS. PAUL H. LEONARD, CHAIRMAN, SCHOOL LUNCH COMMITTEE
NATIONAL CONGRESS OF PARENTS AND TEACHERS

EDUCATORS tell us that nowadays subjects are taught in schools as a *means* and not as an *end*. This applies with particular emphasis to the school lunch program. A good school lunch program, properly planned and operated, can be a means of building healthier, more alert children who will attend school more regularly, show more consistent physical growth, improve scholastic averages, and demonstrate greater mental development. In addition to protecting the health of children, the school lunch will also provide educational experiences that are not otherwise available—in wise choice of food, in sanitation, and in social behavior.

The parent-teacher association, representing the homes of school children in the community, should be the organization best equipped to cooperate with the school in establishing and operating a project of this kind.

• The parent-teacher association's part in the success of the school lunch project may be:

- To initiate or sponsor a new program in a school,
- To assist in the successful operation of a program already being conducted by a school, or
- To maintain a friendly, cooperative interest in school lunches or cafeterias operated by large schools where outside assistance is not actually needed.

SETTING UP A NEW PROGRAM

IF there is no school lunch program, the parent-teacher association should take steps to assist in setting up one. The first step is to appoint a school lunch committee. This group should meet with the principal of the school and the school board to discuss the need for a school lunch project and to outline definite plans as to the physical setup—a room or other space to prepare and serve the lunch, the necessary equipment, and the methods of operation. If the school finds it financially impossible to provide the school lunch, the P.T.A. may approach other community agencies and work out a plan to finance the project until public opinion is aroused so that sufficient public funds are allocated to the program. In most cases, however, the school board should be responsible from the start for financing the program.

The supervision of the school lunch may be entrusted to a teacher, trained in home economics. Many schools, however, have no home economics teacher or trained school lunch director or manager. The lunches then may be in charge of the principal, a teacher, a parent-teacher member who has previously had training in home economics, or a competent lunch manager from the community. A home economist or trained nutritionist employed by the school sys-

tem of the state, district, county, or city may be available to offer guidance and instruction. The manager of the school lunch should work closely with the health educator or the county health department as well as with the school and the community.

• The efficient supervision of a school lunch program calls for:

- Skill in cooking and serving foods in large quantity;
- Familiarity with the food needs of growing children;
- Knowledge of how to budget and keep records;
- Ability to develop fully the educational possibilities of the program.

If there are no funds available to buy equipment the association may be able to secure help from P.T.A. members and others in the community. The necessary utensils may be contributed—enough at least to make a beginning. Each school child may bring his own plate, glass, knife, fork, spoon, and napkin to school. These may be stored in a cabinet or on shelves made for this purpose. Each home can contribute enough canned goods and produce to give the project a good start. Alternating groups of members may prepare and serve the lunch. The children themselves may assist in many ways by making the lunchroom attractive, helping to serve the foods, making and posting the daily menu, studying about basic foods and proper sanitation practices, and so on.

Wartime Equipment Available. The military groups are now beginning to release cooking equipment and utensils used in military camps. Some of the kitchen utensils and other equipment is being disposed of at certain centers in an area serving several states. Some of the material is excellent and the purchase of it represents a saving to the community. Parent-teacher associations should urge the school authorities to inquire as to where these centers are located. Equipment should be seen and examined before being purchased.

Government Aid Available. The U.S. Department of Agriculture and the state representatives of this Department will provide information about Federal aid and other assistance from the government.

If a state has provided funds for a school lunch program, get in touch with the state educational agencies to find out just how this money may be secured and spent. Most of the states that appropriate money use it for supervision; some states merely supplement the Federal aid given.

It will be surprising to see what can be accomplished when there is a real will to do something. Keep in mind this fact: When the interest of the school and the community is aroused, we can be sure that children will have a good school lunch. Community interest in the production, canning, and storage of foods for the project cannot be overstressed.

COOPERATING WITH A PROGRAM ALREADY SET UP

IF THE school lunch program has already been set up and is apparently working well, the parent-teacher association may offer its cooperation, for no school lunch program is thoroughly successful from an economic or educational standpoint unless the community is interested in it. In this instance, too, a school lunch chairman should be appointed. She should arrange a meeting with the superintendent or principal of the school to discuss ways and means of cooperation. She and her committee can offer P.T.A. assistance in adding to the canned goods and produce on the school lunch pantry shelves. The association can:

1. Supply volunteer help, if any is needed,
2. Provide an attractive lunchroom,
3. Serve foods,

4. Collect lunch tickets at door,
5. Arrange transportation for volunteers to help with canning and storing of food, and
6. Give publicity to the program in many ways.

There are many other things too that it can do to help make the school lunch a real community enterprise.

Occasionally the lunch room may be used for serving refreshments to the parent-teacher association.

Study Courses. The P.T.A. can arrange for study courses for parents on such topics as "Nutrition," "Food Handling," "Evaluation of the Lunch Program," or "Making the School Lunch Educational." The home economics teacher, the home demonstration agent, or some other trained person should act as leader of such discussions. The school lunch manager and the P.T.A. school lunch committee should keep in close contact with each other, and should mobilize community support of the program at every opportunity.

Survey. The school lunch committee may make a survey to discover the food habits and practices of the children and to ascertain just what part of the day's food needs the lunch should supply. It may find, for instance, that a large percentage of children are failing to eat a sufficient breakfast before going to school, and in that case the children will require more than one third of a day's food requirements for lunch. The information thus gained can help the parent-teacher association to know how to plan nutrition projects needing special emphasis and the activities that would best develop such a program.

Home Cooperation. The committee can stimulate interest in the individual homes in producing, canning, and storing foods for home use as well as for the school lunch project. The children, after all, should be well fed during the entire day.

Registration Blank. When the association has studied the need for the project, has planned to undertake it, and is assured of the necessary cooperation to conduct it successfully, the local president, the school lunch chairman, or other designated local worker, should send at once to the state office or to the state school lunch chairman for:

1. A registration blank, and
2. Information and instructions for carrying on the project.

There is only one type of registration blank. The local association should fill in both sections of it and return the

blank to the state office or to the state school lunch chairman. Soon after sending the registration blank properly filled in, the local association will receive a score card.

Score Card. There are two types of score cards. One is for associations in one-, two-, or three-teacher schools; the other is for associations in larger schools. The local chairman should examine the score card carefully and discuss the standard of achievement outlined in it with all persons who are directly responsible for the success of the undertaking.

School Lunch Certificate. The National Congress of Parents and Teachers awards a school lunch certificate to each association that has a standard of achievement of 75 points. The maximum number of points attainable is 100.

● To secure a certificate the following steps must be taken:

1. The score card must be filled in and the points claimed, marked, and totaled.
2. The filled-in score card must be sent in to the state office or to the state school lunch chairman by June 1.

Only those associations that have earned 75 or more points and have forwarded their score cards by June 1 will be eligible for a certificate. The certificates will be distributed in accordance with state procedures.

The school lunch certificate should be highly prized because of its significance. It means that the association has co-operated in every way possible to make the school lunch project of greatest value to all the school children of the community, in terms of healthful, happy living.

The certificates, which are awarded annually, should be conspicuously displayed at the P.T.A. meeting in September.

WHEN LUNCHROOMS ARE WELL ESTABLISHED

IF a lunchroom already established is operating efficiently without the assistance of the local parent-teacher unit, the association—through its school lunch committee—might render the community a worth-while service by evaluating the program. Instructions and information for such an evaluation are available in a pamphlet for sale by the U.S. Government Printing Office, Washington 25, D. C. The pamphlet, entitled *A Yardstick for School Lunches*, contains an appraisal form for community interest and participation.

GENERAL INFORMATION AND SUGGESTIONS

THE school lunch can realize its potential contribution to the health of children only if it is soundly organized and efficiently administered. A well-planned school lunch is one important means of safeguarding children's health as well as enriching their educational experiences. It provides practical opportunities for teaching some of the most important health lessons of life, such as:

1. The why and what of balanced diets,
2. The nature and sources of nutritional foods,
3. The importance of establishing good eating habits and sanitary practices in handling foods, and
4. The importance of health examinations for persons who handle and serve foods.

A well-known nutritionist has said, *"Eating the right food for one year during childhood does much more for good health than ten years of eating the right food after the age of forty."*

In similar vein, it may be safe to assume that growth and development during all the years of childhood is infinitely greater than that from three good meals a day during any year after growth has been attained. Food habits are formed in early childhood, for this is the age when food habits are more easily formed and when good nutrition means most. A school lunch program that provides at least one third of the day's food requirements and establishes a liking for wholesome foods will truly pay dividends now and in the future.

Cultivating Good Eating Habits. Those in charge of the school lunch will find many opportunities to teach children to observe these standards:

1. Base all table manners on consideration for others.
2. Be prompt at meals.
3. Remain standing until all persons at table are ready to be seated.
4. Eat slowly and take small bites.
5. Chew food thoroughly and keep mouth closed while chewing.
6. Share in table conversation, but talk while mouth is empty.
7. Drink when mouth is empty of food.
8. Try new foods when served.
9. Eat food in order served, dessert last.
10. Sit properly without lounging at the table.
11. Ask politely for service.
12. Carry only small portion of food to mouth on fork or spoon.
13. Use knife, fork, and napkin correctly.
14. Wait until food has cooled, if it is too hot to eat when served.
15. Learn to eat foods at school that may not happen to be served at home.
16. Learn to eat all the food on the plate and thus prevent food waste.
17. Ask mothers to prepare some of the wholesome dishes prepared for the school menu.

Developing Good Health Habits. The lunchroom should be a laboratory for developing good dietary and health habits of school children. It should comply with all sanitary standards of the health department. Workers should have in-service training or some sort of instruction in sanitation and food handling.

The school lunch committee should see that soft drinks and candy bars are not sold to the exclusion of other foods. In the small school it can provide a place for some hot foods, taken in jars by pupils, to be reheated at school. It can

also provide a cool place to store milk, if the school has no refrigerator. If lunches are brought to school it should arrange a place to store them. It can see that sufficient time is given for eating lunch in a clean, comfortable room. It can see that dishes are properly sterilized and stored; that the water supply and milk are safe; and that enough storage space is available. It can encourage good table manners at home and at school.

• Other essential health habits, which should be practiced in connection with the school lunch, are:

1. *Washing hands before preparing, serving, or eating foods;*
2. *Rejecting food that has fallen on the floor;*
3. *Replacing with a clean one any spoon, fork, or knife that has fallen on the floor;*
4. *Using individual utensils, napkins, and dishes.*

Nutrition and the School Lunch. In rural areas the farms can produce nearly all the food required for each person. Every person is sure of getting enough of the right kind of food if his daily diet includes:

- 3 or 4 cups of milk;
- 1 egg (or 3 or 4 a week);
- Meat, cheese, dried peas, dried beans, peanut butter, or fish;
- Potatoes;
- Green and yellow vegetables;
- Tomatoes, oranges, or grapefruit; and
- Whole grain cereal or bread and butter (or fortified margarine) twice.

An adequate school lunch will provide one third of these amounts daily for each pupil. (Continued on page 7)

Suggested quantities of food per child per month (22 days) for adequate school lunches¹

Prepared by Bureau of Human Nutrition and Home Economics
Agricultural Research Administration—United States Department of Agriculture

Persons	Milk ²	Potatoes, sweet potatoes	Dry beans, peas, and nuts	Citrus fruit, tomatoes	Green and yellow vegetables	Other vegetables and fruit	Eggs	Meat, poultry, fish ³	Flour, cereals ⁴	Fats and oils ⁵	Sugars, sirups, preserves
	Qt.	Lb. Oz.	Lb. Oz.	Lb. Oz.	Lb. Oz.	Lb. Oz.	No.	Lb. Oz.	Lb. Oz.	Lb. Oz.	Lb. Oz.
4-6 years.....	8	1 9	0 3	2 6	2 6	2 6	8	1 9	2 2	0 6	0 9
7-12 years.....	8 ¾	2 15	0 3	2 6	2 6	4 0	8	2 12	3 1	0 12	0 10
13-15 years.....	9 ½	4 0	0 10	2 12	2 12	4 6	8	3 3	4 12	1 1	0 12
16-18 years.....	8 ¾	4 4	0 13	2 12	2 12	4 6	8	3 3	5 9	1 2	0 12

¹Based on Bureau of Human Nutrition and Home Economics Family Food Plans for Good Nutrition. U. S. Department of Agriculture, AWI-78. The quantities given provide one-half of the day's allowance of milk; dry beans; citrus fruit and tomatoes; green and yellow vegetables; other vegetables and fruit; eggs; and meat, poultry, and fish; and one-third of the potatoes, cereals, sugars, and fats.

²Or its equivalent in cheese, evaporated milk, or dry milk.

³Excludes bacon and salt side.

⁴Count 1½ pounds of bread as 1 pound of flour.

⁵Includes bacon and salt side.

(Continued from page 6)

The P.T.A. school lunch committee should be informed as to available foods and should encourage the use of those locally grown, wherever possible. The committee might make a survey to see what foods are being raised in rural and small urban communities and where possible urge the cultivating of those required for a well-balanced school lunch. The committee might check to see that the school lunch pantry is well stocked with a variety of necessary foods before school opens.

School Lunch and Health Hazards. Is the water used at your school safe? If you are not sure, get in touch with health officials and see that it is safe.

Are the windows to kitchen and serving room screened? Flies, which may carry typhoid fever and many other diseases, and mosquitoes, which may carry malaria, must be kept out. Are the kitchen and serving rooms in good repair? Make sure there are no openings for rats and insects to get through, for rats also carry typhus germs.

Does the school have sanitary toilet facilities? And, if there is an outdoor toilet, is it situated at a proper distance from the lunchroom and away from the water supply?

Do you have hand-washing facilities available so that every teacher and child may use them before eating? Do you keep everything spotlessly clean?

Do you store foods in a safe place and keep them covered? And do you dispose of your garbage properly? Root vegetables and canned foods should be stored in a cool place away from rats.

In case of burns or other accidents in the kitchen, is there adequate first-aid equipment at hand?

HOME-SCHOOL COOPERATION ESSENTIAL

The school lunch program has accomplished much for the nation's children. Nevertheless, there still remains a stimulating challenge and a great opportunity for the improvement of the coordinated efforts of parent-teacher associations and schools in attaining the goals—adequate nutrition for all school children in each community, better supervision, and educators who will assume the responsibility of making nutrition and health education a part of each school system. This program must tie up closely with the home, and there must be a harmonious solution together of common problems of nutrition and child health or the effectiveness of the program will be minimized. Cooperation mirrors the success of the school lunch program.



WHAT OUR CONGRESS PARENT-TEACHER GROUPS ARE DOING

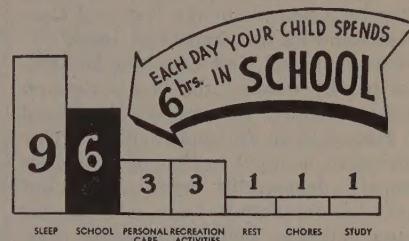
"Football Frolics"

Now that the football season is here again, some of you may want to make use of an excellent suggestion from a parent-teacher group in Kingsport, Tennessee. Mrs. C. H. Neuffer, president of the Kingsport City Council of Parent-Teacher Associations, writes: "Of our many projects, we are most proud of our 'Football Frolics,' a series of parties which followed our home football games. The attendance was limited to our high school students and each visiting team and school band. There were about five hundred students at the first four parties and seven hundred at the fifth affair. Our large civic auditorium, with its game room, lounge for visiting and listening to the radio, and large dancing hall, afforded an ideal spot for the parties. The two hours between the close of the night football games and midnight passed all too quickly."

"Refreshments donated by the parents consisted of sandwiches, cookies, and soda pop. At the close of the evening, buses were at the door to take everyone home. Dance tickets and bus fare cost only five cents apiece, and our young people had much more than ten cents' worth of fun. The entertainments were well chaperoned, and parents had the satisfaction of knowing their sons and daughters were not out on the streets after the games. We feel that these parties, as well as other entertainments sponsored by our city recreation commission, have done a great deal to solve some of our juvenile delinquency problems," adds Mrs. Neuffer.

Vacation in Teen-Town

That Teen-Town was a wonderful place to spend their vacation was discovered by 300 citizens of this junior municipality in Baton Rouge, Louisiana, last summer. This P.T.A.-sponsored project is open each day from 10:00 a.m. to 5:00 p.m. and Monday, Wednesday, and Friday nights from 8:00 to 10:30. Like hundreds of other teen-towns scattered over the nation, the Baton Rouge junior city offers a variety of activity—volleyball, softball, horseshoes, tennis, badminton, basketball, checkers, dominoes, cards, darts, ping-pong, and dancing.



This graphic presentation of a school child's day was featured in a leaflet distributed to 37,500 parents in Seattle. The idea originated in a P.T.A. committee and was prepared and printed by the Elementary Section of the Seattle Council of Parent-Teacher Associations and the Seattle Public Schools.

The leaflet emphasizes the fact that "Mom and Dad share the responsibility with the schools for building the successful adult of tomorrow." Other highlights from this effective bit of school publicity are as follows:

Aside from the time spent in sleep, more of a child's time is devoted to school than to any other single activity. Multiplying 6 school hours by 186 school days results in a total of 1,116 school hours—hours that are infinitely important in the life of every child. Their loss means

1. retarding the child,
2. interrupting class progress,
3. lowering teacher efficiency,
4. reducing school revenue.

Seattle has done a commendable piece of work in presenting an important message.

"THE BAXTERS"

Calling All Radio Chairmen

Are your radio-listening groups all set for the new series of "The Baxters"?

Marge and Bill with their lovable children will soon be back on the air for the longest series yet—*fifty-two weeks* of instructive and enjoyable fun!

Beginning on December 8 our popular fifteen-minute program will again come to you on Saturdays over the NBC network. Let's have more listeners than ever before!

PEACETIME MILITARY TRAINING

NOW that the guns of war are silent, the question of compulsory peacetime military training is more pressing than before. Most of you will be hearing the matter discussed locally, both pro and con, and probably you will often be asked about the National Congress stand on this important issue.

Our point of view can best be summarized by quoting the last paragraph of the statement adopted by the Board of Managers in November 1944: "Our patriotism is equal to that of any other strongly democratic organization, but we feel it our duty to know *what* we are doing and *why* before approving compulsory military conscription. Give us time to make an intelligent decision when we have more facts upon which to base it. We oppose a program of compulsory military training *at this time.*"

On May 24, 1945, the Executive Committee, acting for the Board of Managers, went on record "as urging that action by Congress on compulsory peacetime conscription be delayed until a comprehensive program of National preparedness has been formulated, until the war has been concluded, and until a majority of our men and women in the service have returned to this country." The National president was authorized to prepare a statement covering this action.

Accordingly, on June 5 of this year in a letter to the members of the House Committee on Postwar Military Policy, Mrs. Hastings expressed this reaffirmed stand of the National Congress with this concluding paragraph:

"No group in the country has given more of its sons and daughters, brothers and husbands to the war than has our organization; neither has any group been more zealous to serve on the home front. We know from experience the cost of war to the homes and schools of

our land—and of all lands. Out of this knowledge we ask that there be no hasty action taken at this time on the matter of compulsory military conscription."

On July 17 Representative Joseph W. Martin, Jr., of Massachusetts, minority leader in the House, introduced H.Res. 325, the final paragraph of which reads as follows:

"Resolved, that before the United States adopts compulsory military service, the President of the United States, the Secretary of State, and the personal representative of the President of the United States, Edward R. Stettinius, Jr., be, and hereby are, urged to work unceasingly for an immediate international agreement whereby compulsory military service shall be wholly eliminated from the policies and practices of all nations."

After this resolution was referred to the House Committee on Military Affairs, companion bills, (S.1285 and H.R. 3852) to put this resolution into effect were introduced by Senator Warren G. Magnuson of Washington and Representative Wilbur D. Mills of Arkansas. S.1285 has been referred to the Senate Committee on Commerce, and H.R.3852 has gone to the House Committee on Interstate and Foreign Commerce. Action on both bills is expected this fall, and their enactment would be regarded as evidence of good faith in the purposes of the United Nations Charter.

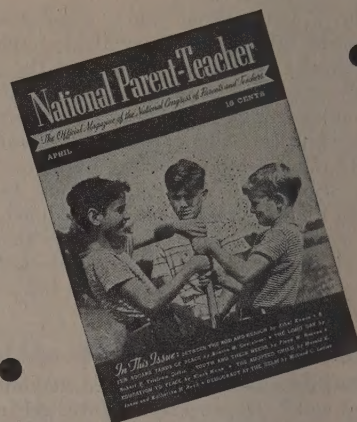
Because the matter of peacetime conscription affects the future of youth and indeed of the course of our nation, all of us have an obligation to follow all proposed legislation on the subject and to write our senators and representatives in Congress telling them how we feel about peacetime military conscription at the present time. The National organization would like to have copies of any resolutions that you send to the Congress of the United States. Send your copy to the National Office.

A CHARTER DAY FOR RURAL SCHOOLS

The National Education Association has suggested that rural schools observe October 4 as Charter Day. Last year in October the first White House Conference on Rural Education adopted "A Charter of Education for Rural Children," which presents the educational rights of every rural child.

Many of these are the objectives for which the parent-teacher organization has always striven. In *The Rural P.T.A.* a new Congress publication just released for distribution, the charter appears in full as a supplementary guide for workers in rural associations.

Charter Day each year can be a date for renewing our dedication to the needs of children, both rural and urban, for, in the words of the White House Conference, "These are the rights of the rural child because they are the rights of every child, regardless of race or color or situation, wherever he may live under the flag of the United States of America."



A P.T.A. DYNAMO

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